

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Riverfield Elementary School	School District	Fairfield Public Schools
Principal's Name	Mary Rose Dymond	School Year	2023-2024

School's Mission/Vision

The mission of Riverfield Elementary School, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program. The fulfillment of this mission is for all students at Riverfield to be **Responsible, Respectful, Friendly and Fair, Leaders, Learners, Determined, and Dedicated** and to do our best and have fun learning which aligns with the Riverfield Character Pledge.

Theory of Action

If we provide students with a guaranteed and viable curricula, measure performance against it, and intervene accordingly at all tiers of instruction, then students' attainment and acquisition of specific content and skills will improve.

If we provide staff with viable curricula and professional development aligned with our goals and meet regularly to monitor, plan, and reflect on student progress, then our collective ability to effectively support all of our learners will improve and students' academic achievement will increase.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Mary Rose Dymond	Principal	Lindsay Given	Assistant principal
Siobhan McCormack	LAS	Monica Schaper	LAS
Kevin Nealy	MST	Cheryl Bitzer	Grade 1 Teacher
Nicolle DiGiovanni	Grade 1 Teacher	Beth Eaton	Grade 1 Teacher

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Name	Position	Name	Position
Lindsay Masterson	Grade 3 Teacher	Donna Pierpont	Grade 4 Teacher
John Harvey	Grade 5 Teacher	Dani Wood	Special Education Teacher
Aubrey Nolan	School Psychologist		

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School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years.

SBA - ELA % Proficient	2018-2019 All HNS	2020-2021 All HNS	2021-2022 All HNS	2022-2023 All HNS
3rd	84% 33%	79% 80%	62% 31%	77% 45%
4th	91% 56%	80% 64%	84% 100%	83% 33%
5th	86% 53%	90% 78%	86% 58%	76% 42%
School			82%	78% 40%

SBA - ELA Growth %	2018-2019 All Ss (3-4/4-5) HNSs (3-4/4-5)	2020-2021 All Ss (3-4/4-5) HNSs (3-4/4-5)	2021-2022 All Ss (3-4/4-5) HNSs (3-4/4-5)	2022-2023 All Ss (3-4/4-5) HNSs (3-4/4-5)
School	84.5% 72%	N/A	79% 88%	?? ??

SBA - Math	2018-2019	2020-2021	2021-2022	2022-2023
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% Proficient	All HNS	All HNS	All HNS	All HNS
3rd	88% 67%	78% 80%	75% 55%	81% 70%
4th	77% 44%	88% 82%	77% 67%	78% 25%
5th	79% 40%	84% 67%	92% 80%	73% 31%
School				78% 42%

SBA - Math Growth %	2018-2019 All Ss (3-4/4-5) HNSs (3-4/4-5)	2020-2021 All Ss (3-4/4-5) HNSs (3-4/4-5)	2021-2022 All Ss (3-4/4-5) HNSs (3-4/4-5)	2022-2023 All Ss (3-4/4-5) HNSs (3-4/4-5)
School	83.5% 71.6%	N/A	86.5% 65.5%	?? ??

NGSS % Proficient	2018-2019 All HNS	2020-2021 All HNS	2021-2022 All HNS	2022-2023 All HNS
5th	86% 70%	83% 75%	89% 82%	78% ??

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Attendance Chronic Abs.	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
K-5	3.4%	3.9% / 5.6%	8.6% / 16.7%	8.7% / ??

STAR - Early Literacy % Proficient	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
Kindergarten	93%/70%	100%/100%	93% / ??

STAR - ELA % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	82%/38%	94%/91%	96% / 79%
2nd	78%/50%	80%/44%	76% / 50%
3rd	79%/56%	73%/20%	87% / 60%
4th	72%/64%	71%/45%	71% / 10%
5th	77%/55%	68%/45%	60% / 38%
1-5 Average			78% / 53%

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STAR - Math % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	92%/75%	94%/83%	96% / 95%
2nd	80%/40%	80%/78%	81% / 50%
3rd	83%/67%	78%/40%	88% / 100%
4th	89%/82%	84%/58%	86% / ??
5th	90%/82%	95%/91%	86% / 69%
1-5 Average			87% / ??

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SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

Student performance in reading has remained stagnant over several years as evidenced by the ELA Smarter Balanced Assessment and STAR Reading assessment. Analysis of the ELA SBA results as well as ELA Literary Text and Informational Text IAB results revealed students struggle most with questions that assess mastery of CCSS inference standards.

Other key findings/conclusions of this analysis/discussion include:

- Our curriculum lacks focus and resources that align with the standards students are struggling with.
 - As a result, teachers are not always able to clearly articulate how their daily instruction - including student tasks and assessments - directly addresses ELA standards.
 - Thus, when students encounter questions assessing these standards on the IABs and SBA, they lack strategies to think about and approach the questions.
- K-2 students demonstrate mastery of precursor standards to the inference standards that students in grades 3-5 have struggled with.
- We lack progress monitoring tools, expectations, and practices to measure student growth in the standards related to inference.
- Many students demonstrate mastery of skills in isolation but experience challenges when applying/generalizing their learning to new texts
- In general, our instruction does not provide students with opportunities to engage with challenging short texts (particularly students who are struggling readers/are not easily engaged in reading and may need alternate means of independently accessing grade level texts i.e., via listening to/reading audio books)
- We have not systematically taught students close reading strategies that will support them in moving from surface to deep literacy learning.

School's Goal	Increase overall literacy performance
SMART Goal	85% of students in grades 3 - 5 will meet or exceed ELA SBA standards by spring 2024. (Spring 2023 baseline: average of all grades: 78%) 70% of HNS will meet or exceed ELA SBA standards by spring 2024. (Spring 2023 baseline: average of all grades: 40%)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	90% of all students in grades K - 3 will meet or exceed Acadience Reading benchmarks at the end of the 23-24 year. (Fall 2023 baseline: TBD% ALL / TBD% HNS) 90% of all students in grades 4 and 5 will meet or exceed NWEA benchmarks at the end of the

	23-24 year. (Fall 2023 baseline: TBD% ALL / TBD% HNS)
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy/English Language Arts performance, as measured by SBA proficiency indicator Grades 3-8 will close the gap between subgroup performance by 20% and raise the bar by 10% from 2021 district performance in a positive direction.

SRBS Goal 1 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Explicit instruction on strategies to build students' close reading skills and thus support their ability to infer • K-2: implement inferring protocol from Literacy How to develop inference skills (1 x/ month during whole-class instruction) • 3-5: implement close reading protocol including repeated readings of grade level text, text annotation, discussion and analysis (protocol developed and provided to teachers to use during ELA WINN)
MOY Results (Expectation/ Reality)	• 80% of students in grades 3-5 will demonstrate mastery on inference questions included on the selected IAB (administered at benchmark periods - BOY, MOY, EOY) • 80% of students in grades K-2 will demonstrate mastery on teacher-developed inferring assessments • 80% of students in grades K-3 will meet or exceed Acadience benchmarks at the MOY. • 80% of students in grades 4-5 will meet or exceed NWEA benchmarks at the MOY.
EOY Results (Expectation/ Reality)	• 85% of students in grades K-3 will meet or exceed Acadience benchmarks at the MOY. • 85% of students in grades 4-5 will meet or exceed NWEA benchmarks at the MOY. • 85% of students in grades 3 - 5 will meet or exceed ELA SBA standards by spring 2024.
Responsible Individuals	K-5 classroom teachers, Special Education teachers, LAS's, AP, principal
Timeline	September 2023 - May 2024

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Resources	• Time for planning and development of tools (e.g., repeated reading protocol, K-2 inference tasks and assessments, etc.) • Texts to use during inference instruction • Professional development for all non- and certified staff re: instructional strategies to build students' close reading skills and thus support their ability to infer • Master schedule built to support literacy instruction
Budget Implications	Texts and professional resources to support close reading and inference instruction

Goal 1 - Implementation and Milestones

	Beginning of the Year August-November	Middle of the Year December-February	End of the Year March-June
Implementation Milestones	At Faculty Meeting, share 2023 EOY assessment results and 2023-2024 SIP Select an IAB for gr. 3, 4, and 5 to administer at benchmark assessment periods (BOY, MOY, EOY) Administer IAB and analyze students' scores on inferring questions to establish baseline K-2: develop inferring assessments modeled after the Literacy How examples (K - Stage 0, Gr. 1 - Stage 1, Gr. 2 - Stage 2) Administer assessment to establish baseline Develop close reading protocol for	Based on district, school and classroom data and feedback from teachers, make revisions or modifications to support SIP instructional plans Gr. 3-5: Administer identified IAB and analyze students' scores on inferring questions to determine growth Gr. K-2: Administer MOY inferring assessment and analyze students' scores to determine growth Based on MOY assessment results, determine what changes to plan might be warranted Identify when close reading strategies	Identify when close reading strategies will be included in instruction - include in curriculum map/WAAG Gr. 3-5: Administer identified IAB and analyze students' scores on inferring questions to determine growth Gr. K-2: Administer EOY inferring assessment and analyze students' scores to determine growth

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	grades 3-5 Provide professional learning on instructional strategies to support close reading K-2: inferring protocol (Literacy How) 3-5: close reading protocol Identify when close reading strategies will be included in instruction - include in curriculum map/WAAG Engage in training to administer and interpret/analyze NWEA and Acadience Reading Embed SBA-style questions within daily instruction in grades K-5 (e.g., Which two choices are correct?)	will be included in instruction - include in curriculum map/WAAG	
Leading Indicators	- Gr. 3-5: IAB inference questions - Gr. K-2 teacher-developed inferring assessments - Gr. 4 and 5: BOY NWEA results	- Gr. 3-5: IAB inference questions - Gr. K-2 teacher-developed inferring assessments - Gr. 4 and 5: MOY NWEA results	- Gr. 3-5: IAB inference questions - Gr. K-2 teacher-developed inferring assessments - Gr. 4 and 5: EOY NWEA results
Lagging Indicators	NA	NA	85% of students in grades 3 - 5 will meet or exceed ELA SBA standards by spring 2024. 70% of HNS will meet or exceed ELA SBA standards by spring 2024.
Equity Goals	Analyze performance of students in High Needs subgroup; develop	Analyze performance of students in High Needs subgroup; develop	Analyze performance of students in High Needs subgroup' develop

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and Shared Responsibility	additional action steps as needed: • Gr. K-2 teacher-developed inferring assessment • Gr 3-5: IAB inference questions • Gr 4-5: NWEA Reading • Gr K-3: Acadience	additional action steps as needed: • Gr. K-2 teacher-developed inferring assessment • Gr 3-5: IAB inference questions • Gr 4-5: NWEA Reading • Gr K-3: Acadience	additional action steps as needed: • Gr. K-2 teacher-developed inferring assessment • Gr 3-5: IAB inference questions • Gr 4-5: NWEA Reading • Gr K-3: Acadience
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SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

Growth in mathematics for students in grades 2-5 has been minimal/variable based on the STAR Math assessment. In kindergarten and grade 1, mathematics performance has been consistent and positive.

Student performance on the 2023 Math SBA was stronger in grades 3 and 4 but lower in grade 5. Analysis of the Math SBA results as well as Math IAB results did not reveal consistent areas/standards across grade levels in which students struggled. Our conversation did, however, indicate students appear to struggle in demonstrating independent thinking and with two of the Mathematical Practices: 1 - *Make sense of problems and [independently] persevere in solving them* and 2 - *Construct viable arguments and critique the reasoning of others*.

Anecdotally, students and teachers seem uncomfortable with productive struggle. Students tend to wait for teachers/staff to assist them when they are unsure or perceive they are unable to do a task. Teachers provide appropriate and adequate scaffolding/supports but often do not remove the scaffolding in a systematic way that supports students in building a sense of self-efficacy and independence in completing tasks. There is a social/emotional component to this situation that impacts students as well and has implications for our instructional approach. A teaching point may need to include strategies for dealing with feelings when you encounter a challenging problem and feel overwhelmed/like you can't do it.

Other key findings/conclusions of this analysis/discussion include:

- Fact fluency (accuracy and automaticity) remains an area of concern across grade levels and operations
 - The underlying skills that are impacted include conceptual understanding of operations, number sense, and place value
- Most teachers are effectively and efficiently implementing Number Corner
- There is a lack of consistency and alignment of curricular resources and tools (FPS curriculum versus Bridges resource). This impacts effectiveness of instruction
- The tasks we're asking students to complete vary in rigor and alignment with grade level standards

School's Goal	Increase overall mathematics performance
SMART Goal	• 85% of students in grades 3 - 5 will meet or exceed SBA standards by spring 2024. (Spring 2023 baseline: average of all grades: 78%) • 70% of HNS will meet or exceed SBA standards by spring 2024. (Spring 2023 baseline: average of all grades: 42%)
Evidence of Success	• 90% of all students in grades K - 5 will meet or exceed NWEA math benchmarks at the

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1 IAGD <i>minimum</i> Inclusive and Equitable
District Improvement Plan Connection

- end of the 23-24 year. (Fall 2023 baseline: TBD% ALL / TBD% HNS)
- TBD% of High Needs subgroup students in each grade (K-5) will meet or exceed NWEA math benchmarks at the end of the 23-24 Year (Fall 2023 baseline: TBD%)

Mathematics performance, as measured by the SBA proficiency indicator (3-8), will close the gap between subgroup performances by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

Goal 2 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Implement tasks that promote reasoning and problem solving
MOY Results (Expectation/ Reality)	90% of all students in grades K - 5 will meet or exceed NWEA math benchmarks at the end of the 23-24 year. (Fall 2023 baseline: TBD% ALL / TBD% HNS) - TBD% of High Needs subgroup students in each grade (K-5) will meet or exceed NWEA math benchmarks at the end of the 23-24 Year (Fall 2023 baseline: TBD%)
EOY Results (Expectation/ Reality)	90% of all students in grades K - 5 will meet or exceed NWEA math benchmarks at the end of the 23-24 year. (Fall 2023 baseline: TBD% ALL / XX% HNS) - XX% of High Needs subgroup students in each grade (K-5) will meet or exceed NWEA math benchmarks at the end of the 23-24 Year (Fall 2023 baseline: TBD%)
Responsible Individuals	All staff
Timeline	September 2023 - June 2024
Resources	- Time for planning and professional learning - Professional learning for classroom and support staff (see list in chart below) - Building schedule aligned to support mathematics instruction

Budget Implications

Budget line items for Professional development (\$2500.00) and Mathematics-(\$1200.00)

Goal 2 (a) - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Faculty Meeting to share 23-24 SIP, including review of 2022-2023 EOY assessments Provide professional learning: - Exposure to Mathematical Practices and Mathematics Teaching Practices - Provide tools and resources (e.g., MP cards for ss) - Focus on 1 and 3 “Construct viable arguments and critique the reasoning of others - At grade levels, define what students will know/be able to do - Vertical conversation for the sake of consistency and coherence - What is meant by “tasks that	Based on district, school and classroom data and feedback from teachers, make revisions or modifications to support SIP instructional plans Administer student self-assessment survey and review results (compare w/Fall baseline) Grade level and vertical reflection: - Review student survey data - Are instructional strategies provided actually promoting student reasoning and problem solving? - Are additional strategies and supports needed? In response to grade level reflections, provide professional learning, resources, etc. In March, Gr. 3-5 administer paper/pencil version of math IAB	Administer Teacher self-reflection/survey re: changes in instructional practices related to problem solving and perseverance Administer student self-assessment survey and review results (compare w/Fall and MOY baseline) Use data from surveys to plan next steps

	promote reasoning and problem solving”? • Instructional strategies, resources, etc. that teachers can use to instruct students in building reasoning and problem solving skills Ongoing (intentionally scheduled into GLMs or Tuesday time) Prior to each unit: • Grade levels review tasks in the curriculum through the lens of “level of demand” to determine if there are tasks that require problem solving, perseverance, productive struggle, etc. • Depending on findings, develop tasks that can be used in the unit for the purpose of promoting problem solving and perseverance After each unit: • Reflect on student perseverance and problem solving Gr. 3-5 administer paper/pencil version of math IAB Performance Task in order to: • Observe students’ perseverance • Assess students’ problem solving skills (based on their	Performance Task in order to: • Observe students’ perseverance • Assess students’ problem solving skills (based on their score)	
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	score) Administer student self-assessment rubric re: problem solving and perseverance (establish baseline) Embed SBA-style questions within daily instruction in grades K-5 (e.g., Which two choices are correct?) Continue: • Effective and efficient implementation of Number Corner ○ Review steps for implementing ○ Observe colleagues		
Leading Indicators	K-5 BOY NWEA Math results	K-5 MOY NWEA Math results	K-5 EOY NWEA Math results
Lagging Indicators: SBA 2024 results	NA	NA	• 85% of students in grades 3 - 5 will meet or exceed SBA standards by spring 2024. • 70% of HNS will meet or exceed SBA standards by spring 2024.
Equity Goals and Shared Responsibility	Analyze performance of students in High Needs subgroup on NWEA Math Develop additional action steps as needed	Analyze performance of students in High Needs subgroup on NWEA Math Develop additional action steps as needed	Analyze performance of students in High Needs subgroup on NWEA Math Develop additional action steps as needed

Goal 2 (b) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Implement an intervention/enrichment block during which students will set goals for their learning
MOY Results (Expectation/ Reality)	Rubrics for student goal-setting and WINN implementation - student-facing AND teacher/staff facing - will be developed; baseline will be established at the beginning of the year and MOY goals will be set
EOY Results (Expectation/ Reality)	Rubrics for student goal-setting and WINN implementation - student-facing AND teacher/staff facing - will be developed; baseline will be established at the beginning of the year and MOY goals will be set
Responsible Individuals	All staff
Timeline	September 2023 - June 2024
Resources	• Time for collaboration and planning • Professional learning for all staff (see list below) • Building schedule that includes intervention blocks for each grade level
Budget Implications	Budget line item for Professional development

	Beginning of the Year	Middle of the Year	End of the Year
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Implementation Milestones	Include WINN (intervention/enrichment block) for each grade level within master schedule Develop and communicate with teachers overall expectations and implementation plan for WINN ● Focus on small-group instruction ● Focus on student goal-setting within identified areas ● Gr. 1-5: ○ Literacy: persevering w/grade level text ○ Numeracy: fact fluency ● Kindergarten: Play Develop rubric for student goal-setting and WINN implementation - student-facing AND teacher/staff facing Provide professional learning and resources related to identified focus areas and student goal-setting <i>Persevering with grade level text</i> ~ See implementation plan for Goal 1 <i>Fact Fluency</i> ~ Conduct student strategy interviews for students struggling with fact	Complete rubrics for student goal-setting and WINN implementation - student-facing AND teacher/staff facing; collaboratively review results and adjust plan as appropriate At GLMs, share feedback about WINN, share examples of student goal-setting, discuss needs and next steps Develop plan to share students' goals with parents/caregivers Continue working with consultant to implement play-based learning, including student goal-setting (see separate implementation plan) Plan opportunity for kindergarten parents/caregivers to learn about play-based learning and visit classrooms during play	Complete rubrics for student goal-setting and WINN implementation - student-facing AND teacher/staff facing; collaboratively review results and adjust plan as appropriate At GLMs, share feedback about WINN, share examples of student goal-setting, discuss needs and next steps Continue working with consultant to implement play-based learning, including student goal-setting (see separate implementation plan)
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	fluency (based on previous year's data) by operation ~ Explicitly teach strategies to learn/practice/build automaticity with facts ~ Create and implement student goal-setting sheets for fact fluency, including target and plan for achieving target (using explicitly-taught strategies) ~ Align teacher expectations for fact fluency with standards /curriculum by grade level ~ Embed opportunities for fact fluency practice within daily classroom operations • Discuss within GL how and when to include this (quick warm up, strategy review) • Provide resources <i>Play-based learning (Kindergarten)</i> ~ Work with consultant to implement play-based learning, including student goal-setting (see separate implementation plan)		
Leading Indicators	Establish baseline using rubrics for student goal-setting and WINN implementation	Growth as evidenced by rubrics for student goal-setting and WINN implementation	Growth as evidenced by rubrics for student goal-setting and WINN implementation
Lagging Indicators	NA	NA	Fact fluency results Math SBA results ELA SBA results

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Equity Goals and Shared Responsibility	~ Analyze responses of students in High Needs subgroup on WINN and student goal-setting rubrics ~ Develop additional action steps as needed	~ Analyze responses of students in High Needs subgroup on WINN and student goal-setting rubrics ~ Develop additional action steps as needed	~ Analyze responses of students in High Needs subgroup on WINN and student goal-setting rubrics ~ Develop additional action steps as needed
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SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

Chronic absenteeism increased slightly in 2022-2023. A close review of our student attendance records indicated students' chronic absences are due primarily to family trips and vacations. We will continue to monitor students' attendance and follow up with parents/caregivers as needed. We also reviewed our school climate survey results from May 2023. Following are our survey participation rates: parents/caregivers: 28%; staff: about 35%; students in grades 3-5: almost 100%. We came to the conclusion that the student responses are most reflective of our school community and chose to use these data to drive our climate-related goal.

A goal we began exploring last year was creating a learning environment/school community in which all students and staff feel a sense of belonging. The survey statements that closely align with that goal and responses for which indicated there is work for us to do include:

- Q20: Students in this school respect differences in other students. 64% strongly agreed/agreed
- Q25: Students at my school treat each other with kindness. 45% strongly agreed/agreed
- Q27: Students at my school are mean to each other. 35% disagreed/strongly disagreed

In addition, there were several questions related to students feeling safe at school that we will target:

- Q12: I feel safe in . . . Less than 90% of students reported NOT feeling safe in these areas:
 - Hallways - 84%
 - Bathrooms - 69%
 - Recess - 87%
 - Bus - 80%
- Q17: I have seen students being hurt at school more than once by other students. 25% strongly disagreed/disagreed

School's Goal

Establish a positive, safe, and engaging school community in which all students and staff feel a sense of belonging and connectedness with one another

SMART Goal

- Chronic absenteeism for the 23-24 school year will be at or below 7.5% for all students. (Spring 2023 baseline: 8.7% ALL / **14.1%** HNS)
- 100% of students will be able to identify one trusted adult in the school setting when surveyed in July 2024. (Spring 2023 baseline: 100%)

Evidence of Success 1 IAGDs *minimum*

1. 100% of students who were identified as chronically absent during the 2022-2023 school year will improve their attendance in 2023-2024.
2. 80% or more of students in grades 3-5 will strongly agree or agree that “students in this

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Inclusive and Equitable	school respect differences in other students.” (Spring 2023 baseline: 64%) 3. 80% or more of students in grades 3-5 will strongly agree or agree that “students at my school treat each other with kindness.” (Spring 2023 baseline: 45%) 4. 80% of students in grades 3-5 will strongly disagree or disagree that “students at my school are mean to each other.” (Spring 2023 baseline: 35%) 5. 90% of students in grades 3-5 will report feeling safe in the identified areas: hallways, bathrooms, recess, bus. 6. 70% or more of students in grades 3-5 will strongly disagree or disagree that they “have seen students being hurt at school more than once by other students.” (Spring 2023 baseline: 25%)
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027

Goal 3 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Implement practices and programs that directly support the Components of Social, Emotional, and Intellectual Habits including: ● Move This World SEL program (establish a common language for SEL, support students in developing self regulation strategies) ● Schoolwide expectations ● Opportunities for students to build connections with one another across classes and grade levels ● Restorative practices
MOY Results (Expectation/ Reality)	100% of identified students will demonstrate improvement in school attendance.
EOY Results (Expectation/ Reality)	100% of identified students will demonstrate improvement in school attendance. 100% of all students will identify a trusted adult at school. EOY climate survey results will align with the targets listed above.
Responsible Individuals	All staff and Climate/SEL/DEI team

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Timeline	September 2023-June 2024
Resources	MTW resources (e.g., posters), time in schedule for CONNECT
Budget Implications	Resources for CONNECT, signage for schoolwide expectations

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Rebuild Attendance Team - establish: meeting schedule, consistent membership and responsibilities, plan for documenting meeting notes and decisions, system for communicating with families of chronically absent students Form and establish a School Climate Committee Develop multi-year implementation plan for Move This World ~ Introduce staff to Move This World resources and implementation expectations for year 1 ~ Provide time to explore, try out, and share resources; discuss how to build MTW into our regular practices ~ Schedule bi-monthly collab calls with MTW consultant ~ Incorporate MTW resources at	Continue implementation plans for: • Attendance Team • School Climate Team • Move This World • Schoolwide behavior expectations • Safety Patrol • Restorative Practices • CONNECT (each group write a charter; identify MTW resources to use) Administer Climate Survey questions for students in grades K-2 (establish baseline) Determine plan for again starting up HS Mentor program for identified students struggling with attendance	Continue implementation plans for: • Attendance Team • School Climate Team • Move This World • Schoolwide behavior expectations • Safety Patrol • Restorative Practices • CONNECT (each group write a charter; identify MTW resources to use) Administer Climate Surveys

	All-School meetings and during CONNECT ~ Determine how to inform and involve families in MTW Develop climate survey for students in grades K-2 in order to gather similar information as is provided by grades 3-5 survey Update School Connectedness Student Survey Plan for 2023-2024; administer connectedness surveys; communicate with staff mentioned in surveys Revisit and confirm schoolwide behavior expectations, with special attention on hallways, bathrooms, recess, bus • Articulate • Develop lessons • Create implementation / teaching plan for lessons • Confirm language and create signage Investigate models for Safety Patrol / Leadership Team and develop plan for implementation, particularly in support of dismissal procedures Introduce Restorative Practices: ~ Develop implementation plan (including use of restorative questions) ~ Model and facilitate staff engaging in		
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	restorative circles during professional learning and meetings ~ Admin begin implementing restorative practices/questions when addressing behavior situations CONNECT ~ Review plan developed in June 2023 and create implementation plan		
Leading Indicators	DESSA School Connectedness Student Survey Plan for 2023-2024 Chronic absenteeism data	DESSA Chronic absenteeism data	DESSA School Connectedness Student Survey Plan for 2023-2024 Chronic absenteeism data
Lagging Indicators	NA	NA	Chronic absenteeism data Gr. 3-5 Climate Survey
Equity Goals and Shared Responsibility	~ Analyze responses of students in High Needs subgroup on connectedness survey and results of DESSA; examine chronic absenteeism data ~ Develop additional action steps as needed	~ Analyze responses of students in High Needs subgroup on connectedness survey and results of DESSA; examine chronic absenteeism data ~ Develop additional action steps as needed	~ Analyze responses of students in High Needs subgroup on connectedness and climate surveys as well as results of DESSA; examine chronic absenteeism data ~ Develop additional action steps as needed